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AN INTEGRATED

TESTING, ASSESSMENT, AND EVALUATION STAFF

for CIA

Document No. #12

NO CHANGE in Class. ☐

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15 November 1951

To: Director of Training

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From: [REDACTED]

Subject: Integrated Testing, Assessment, and Evaluation Staff for CIA

WHAT IS THE PROBLEM?

In CIA, as in other government departments and agencies, there has been a great increase in the use of psychological services during the last five years, but throughout this time there has been in CIA a vocal minority which feels that psychological services are of no value to the Agency. This minority has consistently opposed suggestions for the expansion of these services. As a result, psychological services in the Agency have been restricted in their development compared with those in the Departments of the Army, Navy, and Air. Those psychological services which have survived in CIA have worked independently, and sometimes selfishly, without the benefit of a unified policy to guide them in relations with each other and in their service aspects to the Agency as a whole.

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WHAT HAS BEEN DONE TO SOLVE THE PROBLEM?

Soon after Colonel Baird was appointed Director of Training he recognized the problem, and arranged to have the [REDACTED]

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[REDACTED] carry out a survey of psychological services in the Agency. Even though the [REDACTED] report is incomplete and concerned mainly with detailed analyses of specific tests, its general findings are of great interest to the Agency. These findings are as follows:

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I. The testing, assessment, and evaluation services that now exist in the Agency need unified direction and coordination, and more topside recognition and support.

II. Because of the pressure for more and more services, the validation of tests, procedures, and techniques has been neglected. Research is needed.

III. There is a great demand for testing, assessment, and evaluation services in the Agency - more than this Agency can at the present time satisfy with its present psychological units.

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ARE THE SUGGESTIONS FOR SOLVING THE PROBLEM SATISFACTORY?

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The [ ] psychologist did not survey all the activities and functions of the existing units, nor did he fully understand the conditions under which these units have developed. But it is very important to realize that as far as he has gone, his conclusions are valid. Many persons in the Agency, including the psychologists in the service units, had already reached these conclusions.

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We must now consider how the [ ] findings can be put into effect.

SUGGESTION NO. I: Unification. The testing, assessment, and evaluation services that now exist in the Agency should be integrated and unified, and given more topside recognition and support.

We believe that unification of psychological units would offer the following advantages:

- (a) There would be uniformity of policy on testing, assessment, and evaluation standards.
- (b) The best possible use would be made of scarce professional talent. Well-qualified psychologists are hard to find.
- (c) Duplication would be avoided. Applicants and new employees would not be needlessly retested.
- (d) It would centralize access to test records, assessment reports, and training evaluations, without in any way

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endangering security.

RECOMMENDATIONS 1 and 2: It is therefore recommended (1) that the testing, assessment, and evaluation services that now exist in the Agency be integrated and unified, and (2) that the psychologist placed in charge of this staff be given command responsibilities over the psychological divisions for which he is responsible.

This would involve integration of the Testing and Training Branch of the Office of Personnel, the Assessment and Evaluation Branch of TRC/OTR, and the Testing, Assessment, and Evaluation Division of OTR. This integrated staff might be called the Testing, Assessment, and Evaluation Staff of CIA. The duties and responsibilities of the Chief of the Testing, Assessment, and Evaluation Staff are given in Tab A. A tentative organization chart for the Staff is given in Tab B.

Policy control of the TAE Staff.

At the present time the Offices which make the greatest use of testing, assessment, and evaluation services are the Office of Personnel and the Office of Training. Without support from both Training and Personnel the unified TAE Staff will not be able to do its best work. On logical grounds both Personnel and Training appear to have equally strong claims to the policy control of the integrated TAE Staff.

RECOMMENDATION 3: It is therefore recommended that the Director of Training and the Director of Personnel serve as the Policy Committee for the TAE Staff.

Administrative support for the TAE Staff

With one exception 25X1A9a all senior testing, assessment, and evaluation psychologists in the Agency are at present assigned to the Office of Training.

RECOMMENDATION 4: It is therefore recommended that the TAE Staff receive its administrative support from the Office of Training.

SUGGESTION NO. II: Research. Because of the pressure for more and more services, the validation of test procedures and techniques has been neglected. Research is needed.

One of the toughest nuts to crack in this Agency has been to convince those in authority that psychological research is indispensable to any psychological service and that it is, in the long run, a profitable investment. Without a research unit unearthing new facts to guide the procedures of the psychological service units, these units quickly ossify. Their principles grow hackneyed - their techniques outworn. Research is vital not only for validation but also for the development of new tests, procedures, and techniques to meet the special needs of CIA. CIA, even more than most agencies, has its own peculiar problems. Tests and

procedures for dealing with these problems need to be "custom-made", not purchased or borrowed "ready-to-wear" from outside agencies.

There are scores of research projects waiting to be undertaken, whose results will improve CIA's personnel, training, and operational procedures. Examples of needed research projects are listed in Tab C.

Since it takes at least two years for a psychologist to get his feet on the ground in this Agency, it would be wise to have a "permanent" cadre of research psychologists drawn from the ranks of those who have had service experience in the Agency. Jobs which this research cadre could not handle would be let out on research contracts to universities or commercial organizations. The research contracts would be directed by the Chief of the TAE Staff and supervised by the Chief of the Research Division.

RECOMMENDATION 5: It is recommended that a Research Division be authorized and activated to serve the Testing, Assessment, and Evaluation Staff.

SUGGESTION NO. III: Expansion. There is a great and growing demand for testing, assessment, and evaluation services in the Agency - more than this Agency can at the present time satisfy, with its present psychological units. The TAE Staff should, therefore, be



expanded beyond its present strength.

At present the psychological units in the Agency cannot meet the many demands which are placed upon them. This is true of the Testing and Training Branch of the Office of Personnel, the Testing, Assessment, and Evaluation Division of the Office of Training, and the Assessment and Evaluation Branch/TRC of the Office of Training.

There is no fat on the T/O's of the psychological service units. The problems of FDD/CO and those of the Office of Communications, to mention only two problems which have long been recognized, go unsolved because the existing psychological units do not have the time to attack them. And the Medical Division was obliged to carry out a psychological testing and research project <sup>25X9A2</sup> [REDACTED] without the assistance of a psychologist. Under such circumstances time and effort are wasted and results are often vitiated.

RECOMMENDATION 6: It is recommended that the proposed TAE Staff be expanded so that the Staff can meet Agency needs.

SUMMARY OF RECOMMENDATIONS

- 1: That the testing, assessment, and evaluation services that now exist in the Agency be integrated and unified.
- 2: That the psychologist who is placed in charge of this Testing, Assessment, and Evaluation Staff be given command responsibilities over the psychological divisions for which he is responsible.
- 3: That the Director of Training and the Director of Personnel serve as the Policy Committee for the TAE Staff.
- 4: That the TAE Staff receive its administrative support from the Office of Training.
- 5: That a Research Division be authorized and activated to serve the Testing, Assessment, and Evaluation Staff.
- 6: That the proposed TAE Staff be expanded so that the Staff can meet Agency needs.

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OUTLINE OF TABS

- Tab A: Duties and Responsibilities of the Chief, Testing, Assessment, and Evaluation Staff.
- Tab B: Organization Chart of the Proposed Testing, Assessment, and Evaluation Staff.
- Tab C: Examples of Needed Research Projects.
- Tab D: Suggestions for Improving the Testing and Training Branch of the Office of Personnel.
- Tab E: Suggestions for Improving the Assessment Unit/TRC of the Office of Training.

TAB A:

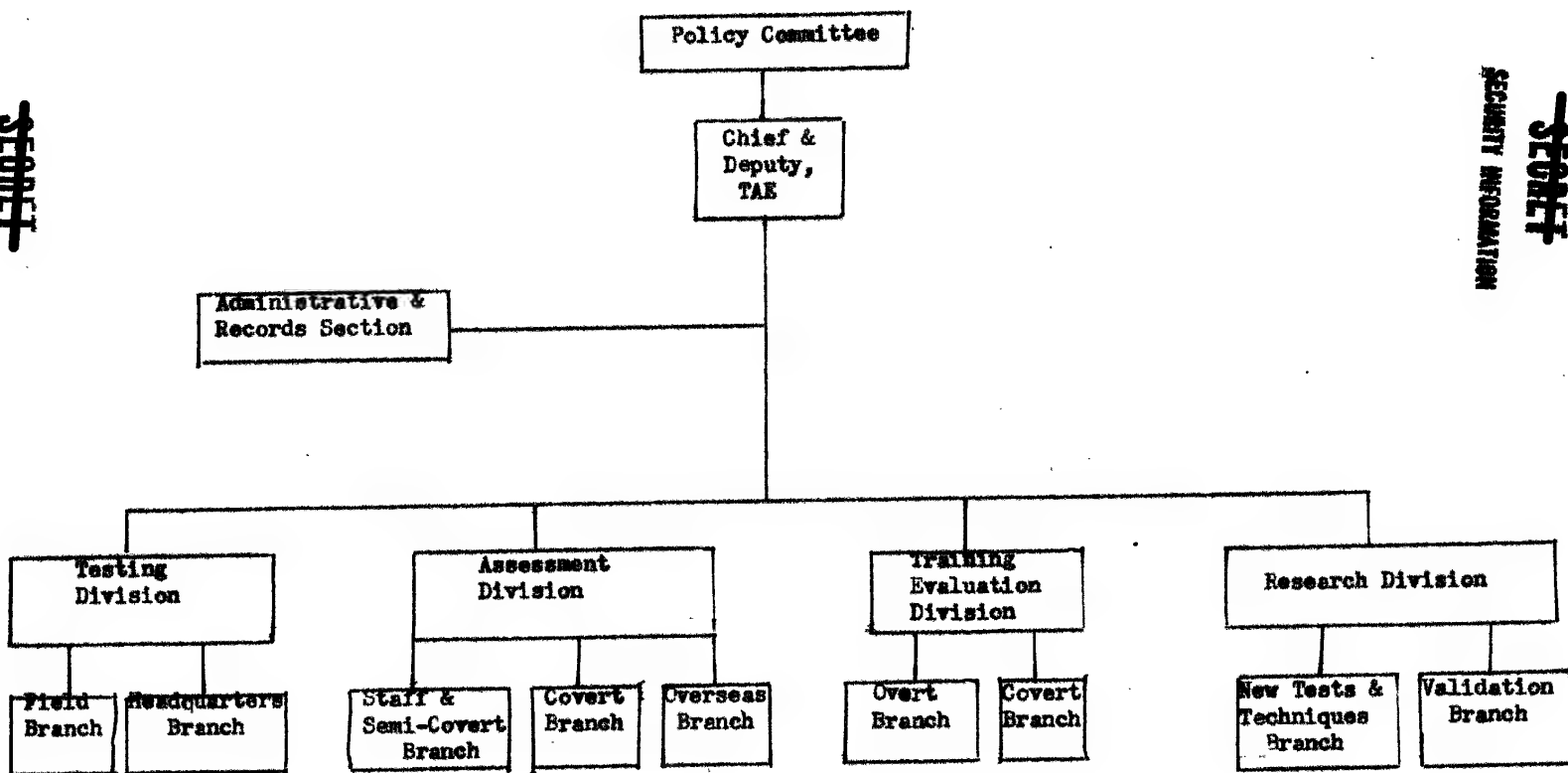
DUTIES AND RESPONSIBILITIES OF THE CHIEF, TAE

- (1) To carry out policy as laid down by the Policy Committee of the TAE Staff.
- (2) To be responsible for directing and coordinating the work of the Testing, Assessment, Training Evaluation, and Research Divisions of the TAE Staff.
- (3) To direct research contracts for carrying out specialized research studies under the policy control of the Director of Training and the Director of Personnel.
- (4) To serve as a psychological consultant to the Assistant Directors and Staff and Division Chiefs of the Agency.

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TAB B:

ORGANIZATION CHART OF THE PROPOSED TESTING, ASSESSMENT, AND EVALUATION STAFF



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TAB C:

EXAMPLES OF NEEDED RESEARCH PROJECTS

- (1) There are more than 50 persons each year in CIA who suffer from a serious "nervous breakdown." Are these breakdowns foreshadowed in psychological tests?
- (2) There are more than 1000 separations each year from the Agency. What were the causes of these separations? In how many cases are there indications that the employee
  - (a) should never have been hired?
  - (b) should have had specialized training before or on the job?
  - (c) would have been more suitably placed elsewhere in the Agency?
- (3) What are the psychological traits of persons who are found to be security risks or disloyal?
- (4) How accurate is the Assessment Unit in predicting performance of persons assessed? How accurate are individual psychologists in the Assessment Unit? How can their accuracy in this respect be increased?
- (5) What are the psychological traits of successful CIA

intelligence officers (whether in the field or in headquarters) which differentiate them from the unsuccessful?

(6) Can any of these traits be acquired or enhanced by training?

(7) How can we make best use of CIA employees? For example, is an Agency vocational guidance program practicable?

(8) What are the critical traits essential for each of the more important jobs?

The need for research on certain problems has already been recognized. Some of these have been listed in Appendices C and J in the 7 August manuscript entitled "A Program for the Establishment of a Career Corps in the Central Intelligence Agency."

The Working Group on Employee Rating of the Career Service Committee has found that the lack of research data makes it impossible to construct valid and reliable merit procedures for this Agency.

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TAB D:

SUGGESTIONS FOR IMPROVING THE TESTING AND  
TRAINING BRANCH OF THE OFFICE OF PERSONNEL

NOTE: These suggestions are based on the assumption that the Testing and Training Branch of the Office of Personnel would serve as the nucleus for the Testing Division of the proposed Testing, Assessment, and Evaluation Staff. Tab B presents an organization chart for the TAE Staff and indicates that the Testing Division will have both a field and a headquarters branch. It is obvious that some of the suggestions listed below would not be applicable if the Testing and Training Branch were to continue to function as at present.

(1) Increase the range of psychological tests and equipment in order to make testing programs more flexible. The Testing and Training Branch should be equipped to handle requests for specialized testing, such as tests for signal code aptitude, language aptitude, and proficiency in various languages.

(2) Install cubicles so that specialized tests can be given individually while others are taking group tests.

(3) Establish a greater variety of test batteries for clerks, professional trainee applicants, administrators, junior intelligence officers, senior intelligence officers, language specialists, report writers, analysts.

(4) Add a non-verbal test of mental abilities to the test

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battery whenever there is reason to suspect a verbal handicap, especially where the subject lacks education or is of foreign birth.

(5) Adults, especially those beyond 40 years of age, should be given an untimed, power test of intelligence.

(6) Where a mental speed type of intelligence test is needed, it is suggested that a form be used which has a score adjustment factor for age of the subject. Older persons are naturally slower on tests of mental speed.

(7) On the test profile chart for professional positions, the Watson-Glaser test should have less weight than the Otis. At the present time it has seven times as much weight, although the Otis is a far more useful and reliable test.

(8) Low scores should not be used as arguments against promotion. As the ETS study has pointed out, test scores are indicators of potential but they do not measure achievement. Therefore test scores should not be used to discredit a recommendation for promotion, when the employee has shown that, in spite of his test score, he can do a satisfactory job.

(9) A guide to the interpretation of a test profile should always be submitted along with the profile so that supervisors will properly interpret the test information they receive. This will

aid in rapid interpretation of the test results.

(10) Qualifying scores should be set up for the different occupations for which applicants are tested.

(11) The Testing and Training Branch should do most of the paper-and-pencil testing before assessment. At the present time, the Assessment Unit devotes about nine hours to paper-and-pencil testing, which could very easily be done by the Testing and Training Branch, thus allowing the members of the Assessment Unit to give more time and attention to situation tests. The rule should be that nobody will be assessed who has not first been tested by the Testing and Training Branch.

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TAB E:

SUGGESTIONS FOR IMPROVING THE ASSESSMENT  
UNIT/TRC OF THE OFFICE OF TRAINING

NOTE: These suggestions are based on the assumption that the Assessment Unit/TRC would serve as a nucleus for the Assessment Division of the proposed Testing, Assessment, and Evaluation Staff. Tab B presents an organization chart for the TAE Staff and indicates that the Assessment Division will have a Staff and Semi-Covert Branch, a Covert Branch, and an Overseas Branch. It is obvious that some of the suggestions listed below would not be applicable if the Assessment Unit/TRC were to continue to function as at present.

- (1) Establish close working relationships with the Testing and Training Branch. See Suggestion number 11 in Tab D.
- (2) Assessment is expensive. It cannot be provided indiscriminately for all who would benefit from it. It should be restricted to persons being considered for overseas operational slots and for the higher GS ratings.
- (3) Assessment should be available to both the overt and covert offices of CIA. Whenever necessary, the Policy Committee will establish assessment priorities.
- (4) The Assessment Staff should be responsible for operating all Agency assessment programs, both in this country and overseas.

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(5) Assessment procedures should be more flexible. It is not necessary to adhere rigidly to a two-day testing program.

(6) Assessment psychologists should not be considered trained until they have completed a tour of at least two-years duty in an operational or intelligence assignment.